

The Programmes must be used in conjunction with *Home Education, School Education and Parents and Children* (see N.B. 3).

Programme 121.†

L<sub>3</sub>

(September to December, 1931.  
(January to March, 1932, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text (as given in the book used) must be read  
and narrated first.

*Old Testament History*,\* by J. M. Hardwich and H.  
Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 166-238,  
with appendices. *The Acts of the Apostles*,\* chapters  
21-28 inclusive. *The Saviour of the World*,\* Vol. III.  
(P.N.E.U. Office, 3/-), pp. 1-65, with Bible passages  
from the index.

For reference: *Clarendon Bible: The Acts*, with introduction and  
commentary, by A. W. F. Blunt, B.D. (Oxford Press, 4/6).  
Peloubet's *Bible Dictionary* (R.T.S., 10/6), for all names of  
persons and places. Philip's *Handy Scripture Atlas*\* (1/-).  
*Historical Geography of the Holy Land*, by S. R. Macphail (Clark,  
1/-). *The Little Bible* (Oxford Press, 2/6, see *Appendix for  
Teachers and Parents*). *Fact and Faith in the Bible*, by Rev.  
W. R. Williams, M.A. (S.P.C.K., 3/6). *The Accuracy of the  
Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-).  
*Helps to the Study of the Bible* (Oxford Press, 3/6).

For daily Bible reading and prayers: *Daily Readings from the Old  
Testament*, by H. Franklin and L. Montagu (P.N.E.U., 1/6).  
*Lectioes, 1931* (Spottiswoode, 1d.). *Prayers and Hymns for use  
in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings*:  
for use in opening schools (S.C.M., 3/-).

† The 121st term of work set since the Parents' Union School began



For Sunday Reading:  
*A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6). *The Firebrand of the Indies* (Francis Xavier), by E. K. Seth-Smith (S.P.C.K., 2/6). *Pioneering for Peace* (League of Nations), by Hebe Spaul (Sheldon Press, 3/6), pp. 1-75. *Adventures in Science*, edited by Arthur Malle (Collins, 1/6).

Sunday Occupations: A Book of Centuries. Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 and 9. Choose and inscribe verses, in beautiful lettering on good paper or vellum.

#### Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

#### Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. Doggerel must not be written. Metres of poems read under Literature should be followed.

Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

#### English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.  
(4th Term). *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 103-123, with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9), pp. 65-72.

Beginners work through *First Grammar Lessons*,\* by C. M. Mason (Dent, 1/6).

#### Literature. (See N.B. 1.)

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 247-292 and 319-355. Shakespeare's *Midsummer Night's Dream*\* (Blackie, Plaintext, 6d.). Kingsley's *Westward Ho!*\* (Nelson, 1/3). Spenser's *Faerie Queene*,\* Book I., Canto 1 (Oxford Press, 1/6).  
Read poetry daily.

*Palgrave's Golden Treasury*\* (Macmillan, 3/6).

*A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

#### English History.

*A History of England*,\* by Cyril Robinson, Vol. II., (Methuen, 3/6), pp. 68-115 (1556-1625), [or use Arnold-Forster's *A History of England*\* (Cassell, 8/6), pp. 326-393 (1547-1587).]

Make summaries of events and dates, and finish a chart of the 16th Century (see Robinson and Arnold-Forster, and *History Charts*, P.N.E.U. Office, 6d.).

Read the daily news and keep a calendar of events.

Take *The Home and Class Room Section of The Times* (Times Office direct, 6/- a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part IV. (16th Century), (Batsford, 3/-).

#### General History.

*Hellas the Forerunner*,\* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 34-64. *Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 86-125.

British Museum *Coloured Postcards, Set C 9* (India), (2/6), may be used.

Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term (Bible, English, French, General).

Visit museums: use *Guide to Greek and Roman Antiquities* (2/-), and British Museum Postcards, see catalogue to be had from the Museum.

Teacher will find useful Quennell's *Everyday Life in Homeric Greece* (Batsford, 7/6).

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 1-23. North's *Plutarch's Lives: Pompey*\* (Blackie, 10d.), pp. 1-64.

*Who is My Neighbour?*\* by H. Somerville, M.A. (Harding & More, 2/6), pp. 71-106.

*A Dictionary of Classical Names for English Readers*, by W. T. Jeffcott (Macmillan, 2/-), or Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

#### Geography.<sup>1</sup>

Local geography out-of-doors. Map questions as in the Ambleside Geography Books to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Ambleside Geography Book IV*,\* 1928 edition, (Kegan Paul, 4/-), pp. 145-179 (Germany). *Book V*,\* (1931 edition, 5/-), pp. 1-20 (Asia in general, and Siberia). *Geikie's Geology Primer* (Macmillan, 1/9), pp. 106-150.

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*\* (1929 edition, 7/6). Teacher will find useful *Out-door Geography*, by H. Hatch (Blackie, 2/6).



**Natural History, Botany and Geology.<sup>1</sup>**

*Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 299-353. *The Study of Plant Life*,\* by M. C. Stopes (Blackie, 6/-), pp. 86-113, 133-144, and 73-77.

Keep a Nature Note-Book\* (P.N.E.U. Office, plain 2/6, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to the season and climate, e.g., the sea-shore; woods in autumn, etc.

See *Nature Rambles*, Vols. III., *Summer to Autumn* (for the holidays), and, IV., *Autumn to Winter*, by Edward Step, F.L.S. (Warne, 2/6 each). S.N.S.U. Leaflet Nos. 21, *Toadstools*, and 3, *Conifers* (2½d. each). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may also be used.

**General Science.**

*The Fairyland of Science*,\* by A. Buckley (Macmillan, 6/-) pp. 52-100; or, *The Health Reader*,\* by W. Hoskyns-Abrahall (Cassell, 3/-), pp. 39-65 and 180-205.

**French.<sup>2</sup> (See N.B. 4.)**

*Nouveaux Pas en Français*,\* by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 98-134, with grammar and exercises. Read and narrate *Histoire d'un Ane*,† by P. J. Stahl (Hachette, 1/6), pp. 169-254; parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set).

**Latin. (See N.B. 4.)**

*A Latin Book for Beginners. A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A. (Oxford Press, 3/-); Part II., §§ 28-34 (4th Term). Beginners, use Part I.

**German.<sup>2</sup> (See N.B. 4.)**

*Primary German Course*,\* by O. Siepmann (Macmillan, 4/-), lessons 16-18, inclusive, or continue.

Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested.

**or, Italian.<sup>2</sup> (See N.B. 4.)**

*Italian Lessons and Readings*,\* by C. U. Clark (Harrap, 4/6), Lessons 10-12, or continue.

*The Italian Irregular Verbs* (Hachette, 1/-) will be found useful.

<sup>1</sup> Overseas members see special leaflet.

<sup>2</sup> Schools may substitute the national language.

† Comes to an end this term.

**Arithmetic. (See N.B. 4.)**

Dr. Ballard's *Fundamental Arithmetic*, Books IV. and V., with Teacher's Books. *Arithmetical Dictation*, by Alfred Wisdom, for rapid mental work.

(6th Term.) *Fundamental Arithmetic*, Book V.\* (U.L.P., Pupil's, 1/1), pp. 40-59, (Teacher's, 2/3). *Arithmetical Dictation*, Book V. (U.L.P., 1/3), Exs. 279-300. Or (first year), use Books IV.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

**Geometry. (See N.B. 4.)**

*A Shorter School Geometry*,\* by Hall and Stevens (Macmillan, 4/6); pp. 78-83, and 86-90, or continue.

*The School Set of Mathematical Instruments*\* (P.N.E.U. Office, 1/-, or 2/-).

**Algebra. (See N.B. 4.)**

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 59, 60, 64-66, 104-105.

Beginners use *Exercises in Algebra for Beginners*,\* by W. S. Beard (Bell, 10d.).

**Picture Study and Architecture.**

Study, describe, and draw from memory details of, six reproductions of pictures by Jan Steen\* (P.N.E.U. Office, 2/- the set).

See the special notes for teacher's use only in the September *Parents' Review*, also *Home Education* and *School Education*.

**Painting, etc.**

Studies of designs with, for example, wild fruits for book covers, tiles, etc. (see Glass, pp. 104-113). Original illustrations (e.g., of carols for Christmas cards) and simple memory drawings.

Paint-box\* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Teacher should consult *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6), and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

**Music Appreciation.**

The work of Schumann; see (a) article, and (b) records under *Our Work*, in the August *Parents' Review*.

**Music; Piano, etc.**

*Music and its Story*, by R. T. White (Cambridge Press, 5/-).

In addition to usual work, choose and learn a suitable composition by Schumann. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).



### Singing.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three English songs or carols, and three French songs.

*The Clarendon Song Books*: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book I. (Novello, 2/.). *The English Carol Books*, I. and II. (edited by Martin Shaw and Percy Dearmer, Mowbray, 2/6 each, words only, complete, 3d.).

*Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 35-38 (Curwen & Son, 2/6), with suitable exercises from *The Rapid Sight Reader*, by A. Somervell (Boosey, 3d.), e.g., exercises 92-95.

### Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalm 25. Two hymns. A scene from the Shakespeare play, or, two poems.

Choose from *The Golden Treasury*, or from *Historical Lyrics and Ballads*, Book II. (Blackie, 1/-).

### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 68-97. *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 1-45. Hakluyt's *Spanish Armada*\* (Blackie, 10d.). *Sir Walter Raleigh*,\* by John Buchan (Nelson, 1/3).

### Drill, etc. (Choose new work each term).

Daily drill, dancing, or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance*, Graded Series, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instruction and music for 6 dances. *Scandinavian Dances*, Series II. and III. (Ling Association, with instructions, 11d. each).

(c) Games: Netball; Lacrosse. See *Hints on Coaching Netball*, by B. Stempel (Ling Association, 1/6).

### Work: Crafts, etc.

Do some definite house or garden work, and make Christmas presents.

*Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

*Individual Work in Cardboard Modelling*, Book I., by W. N. Matthews (Pitman, 10d.). (Materials from Philip & Tacey, Ltd., 69 High Street, Fulham, London, S.W. 6).

(b) Cooking.

*Catering for the Young*, by D. Morton (Werner, Laurie, 2/6).

(c) Sewing: cut out and make a garment and do some embroidery.

*Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6) may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

(d) Seat a stool with sea-grass.

*Dryad Leaflet*, No. 43 (6d.).

Boys: make models in woodwork.

*101 Things for a Boy to Make*, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and Sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

*First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

*Everybody's Theatre*, by H. W. Whanslaw (Wells Gardner, 5/-).

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).



#### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Forms III. and IV. lasts three years (ages 12 to 15). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), *School Education* (5/-), *Parents and Children* (5/-). **A record of work should be kept (see Leaflet H).**

N.B. 4.—In Grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked\*, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 9 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.



# Parents' National Educational Union.

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AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. (a), How did the call to help his country come to Nehemiah? (b), "So the wall was finished in the twenty and fifth day of the month Elul." Write a short account of the restoration of the walls of Jerusalem.
2. How did Esther save her people from their enemies?
- II. 1. "I appeal unto Cæsar." Give a brief account of the events which led to St. Paul's appeal.
2. Describe St. Paul's journey from Crete to Melita.
3. What lesson of faith does our Lord teach (a), in His reply to the disciples of John the Baptist, (b), in the healing of the Centurion's servant? Give the whole story in **one** case.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared.) (Spelling is also considered in each answer.)

*Winners in Life's Race*, page 4, "Starting . . . lasso-throwers."

#### Composition.

1. Choose **one** of the following subjects,—(a), Five captains of the warships back together on the Hoe at Plymouth in 1588, (b), the National Government and the work it has to do, (c), Constantinople.
2. Write in verse or prose upon **one** of the following,—(a), Sir Walter Raleigh, (b), Oberon and Titania. (c), a drop of water and its travels.



### English Grammar.

1. Analyse, parsing the words in italics,—

*"Into the street the piper stept,  
Smiling first a little smile,  
As if he knew what magic slept  
In his quiet pipe the while."*

2. Use in sentences the principal parts of the following verbs, and say whether each is strong or weak,—*fling, hang, cost, rise, spread, seek, lose.*
3. Use in sentences the other degrees of comparison of the following adjectives and adverbs, underlining and parsing them,—*most, later, next, noisily, cheerful.*

### Literature. (Only three questions should be answered.)

1. "Forsaken Truth long seeks her love, and makes the Lyon mylde." Give the story of Canto III. of the *Faerie Queene*.
2. Give a description of "Puck" and the part he plays in *A Midsummer Night's Dream*. Quote lines where you can.
3. Write a scene, as for acting, from *Westward Ho!*
4. Write a short account of the life of William Shakespeare.

### English History.

1. Show by a table the claim to the English throne of each of the following,—Edward VI., Queen Mary, Mary Queen of Scots, Elizabeth, Lady Jane Grey. Write shortly "the sorrowful history of Mary, Queen of Scots."
2. What do you know of **two** of the following,—(a), The reign of Edward VI., (b), the Spanish marriage, (c), Archbishop Cranmer, (d), the Act of Uniformity, (e), Queen Elizabeth when she came to the throne?
3. Describe (a), the preparations made by Philip for the great Armada, or, (b), how "the magnificent huge and mighty fleet vanished into smoke."

### General History.

1. What do you know about the beginnings of city life in Greece?
2. Write a short account of Muhammed.

### Citizenship.

1. How do Hunger and Thirst behave (a), as good servants, (b), as bad masters?
2. Write a letter as from Pompey describing **one** of the following,—(a), His campaign in Spain, (b), a meeting with Sulla, (c), his work in taming the pirates of the Mediterranean Sea.
3. What is meant by Capital? Give an example. Of what service is a capitalist to his country?

### Geography.

1. Draw a sketch map of Germany, indicating the changes in its boundaries since the war, and putting in the states, chief towns and rivers. Describe (a), a visit to the Hartz Mountains, or, (b), a sail up the Rhine.
2. What do you know of the "four races of Asia"?
3. Write a short account of the origin of mountains.

### Natural History.

1. How are seals and sea-lions fitted for life in the sea? Give an account of the sea-lion's family life.
2. How do plants modify themselves (a), for protection against drought, (b), for climbing? Give examples and drawings.
3. Describe in detail, giving drawings, four different methods of seed or fruit dispersal. What have you learnt yourself out-of-doors this autumn?

### General Science.

1. What do you know about the pressure of our atmosphere? Describe two experiments you have made to show this pressure.
- or, 1. Describe the course of the circulation of the blood in our bodies. Give a diagram of the heart.

### Picture Study.

Describe "Grace before Meat," by Jan Steen.

### French.

1. Tell in French (a), the story of the picture on p. 103, *Nouveaux Pas*, or, (b), about a visit to a village fair.
2. Write from dictation (unprepared), p. 102, *Nouveaux Pas*, "Avant d'aller . . . aux revenants."
3. Write in French an incident that you have read this term from *Histoire d'un Ane*.

### Latin.

1. Decline "hic mons," singular only; "illæ aves," plural only.
2. Translate: (1) Let us come to the woods. (2) They will make wings so that they may fly. (3) See that you do not fall. (4) These birds are very small, those are big.
3. (a), *Latin Book for Beginners*, § 31, lines 1-6, "Hic . . . iras." (b), Read again the Latin, then write a Latin narration.

### German.

1. Make six sentences in German about the picture on page 63 (*Siepmann*).
2. Translate into German Exercise II. (b), page 184.
3. Work exercise II. (1), page 183, sentences 1-7.



or, Italian.

1. Work exercise page 65, § 77; 1-7 and B, 1-5.
2. Translate into English page 67, "*Il Cortile . . . Era bello.*"
3. Make sentences using (a), the comparative, (b), the superlative for *grande, buono, alto*.

#### Arithmetic

1. Give the value of  $15.364 \times 7.9$  correct to (a), 2 decimal places, (b), 3 significant figures.
2. Find the Simple Interest on £144 from the beginning of May to the end of November at  $3\frac{1}{8}$  per cent. per annum.
3. By selling a horse for £78 a man gains 30 per cent. For how much should he have sold it to gain  $22\frac{1}{2}$  per cent?

#### Geometry.

1. Prove that the opposite angles of a parallelogram are equal.
2. Prove that the straight line drawn through the middle point of one side of a triangle parallel to another side bisects the third side.
3. The diagonals of a parallelogram ABCD cut at O; any line through O cuts AB, CD at X and Y. Prove that  $OX = OY$ .

#### Algebra.

1. From the sum of:  $2a^4 + a^3 - \frac{2}{3}a^2$ ,  $\frac{1}{2}a^3 + \frac{1}{4}a^2 - \frac{1}{6}a$ , and  $-\frac{1}{4}a^2 - \frac{1}{8}a + \frac{1}{12}$  take  $a^4 - \frac{1}{3}a^2 - \frac{1}{6}$ .
2. If  $a=4$ ,  $b=-3$ ,  $c=5$ , find the value of:  
 $\sqrt{a^2+b^2+a^2b^2} - \sqrt{c^2-a^2-b^2}$
3. Draw in the same diagram the graphs of:  $y=3x-2$   
 $y=3x+4$   
Mark each line by its equation; what do you notice about the lines in relation to each other?

Drawing. (All work should be done with brush and in colour.)

1. An original illustration for (a), *Westward Ho!* or, (b), *The Faerie Queene*.
2. A Christmas card.

#### Music Appreciation.

What compositions by Schumann have you heard, and what have you learnt, this term? Say what you can about one of them.

#### Recitations.\*

Father to choose two Bible passages, a poem from *The Golden Treasury*, or, a scene from *A Midsummer Night's Dream*.

#### Reading.\*

Father to choose a poem, and a leading article from a newspaper.

#### Music.\*

Examine in work done.

#### Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

#### Drill.\*

Report progress.

#### Work.\*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 7th. Papers to be posted on December 12th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of *any two* of the three terms in the year.

Members are asked to state on the *Parents' or Teachers Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.